

## **Chapter 1**

# **History and Background**

Since 14 June 1775, soldiers have defended freedom and are fighting on behalf of the American people for various missions. All of our forces – heavy and light, Active, Guard and Reserve – share the heritage of the Continental Army.

The Army's Birthday celebrates this great institution and upon reflection a simple truth arises: there is no greater profession than the Profession of Arms and no greater job than ours – serving on point for our Nation. Thanks to American Soldiers, freedom's light shines as a beacon throughout the world.

Your unit, organization and or installation may celebrate the Army's Birthday and Flag Day together. For example, some have the youngest and oldest soldier attend the ceremony to cut the cake and be a part of the retreat ceremony as the guest speaker explains this traditional event.

The Army has courageously fought our country's wars and served honorably in peace for over two centuries. We can all be justifiably proud of the Army's achievements – a distinguished history of service to the Nation. Ever since the American Revolution, through the trial of the Civil War; from the trenches of World War I to the beaches of Normandy and the island battles in the Pacific of World War II; from the frozen mountains of Korea to the sweltering paddies of Vietnam; from Grenada and Panama to the sands of Kuwait and Iraq and on the plains and mountains of Afghanistan: Soldiers have upheld democracy and liberty and justice for all.

Throughout that history of service, the key to the Army's success is our flexibility and willingness to change, to meet the world as it is – without altering the core competencies that make the Army the best fighting force in the world. You are the best Army in the world. You represent what is most noble about our Nation: liberty, freedom and unity. As a symbol of our transformed Army, you are and will continue to be, respected by your allies, feared by your opponents and esteemed by the American people. Your courage, dedication to duty and selfless service to the Nation will remain the hallmark you, the Soldiers of the United States Army, carry into the 21<sup>st</sup> Century.

*As a leader, as a trainer and as a teacher, the NCO embodies  
the Army's past, present and future*

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For more information on the history of the US Army Noncommissioned Officer, see Appendix C, The NCO Professional Reading List.

For more information on Army Values, see FM 6-22 (22-100) *Army Leadership*, Chapter 2.

For more information on US Army NCO professional development, see DA PAM 600-25, "The US Army NCO Professional Development Guide."

## **HISTORY OF THE ARMY NONCOMMISSIONED OFFICER**

1-1. You are a leader in the same Army that persevered at Valley Forge, held its ground at the Little Round Top, turned the tide of a war at St. Mihiel and began the liberation of a continent at Omaha Beach. You lead soldiers from the same Army that burst out of the Pusan Perimeter, won against enormous odds at the Ia Drang Valley, fought with determination at Mogadishu and relieved terrible misery in Rwanda. Leaders like you and soldiers like yours conducted intense combat operations in Afghanistan while only a short distance away others supported that nation's rebuilding and still others fought fires in the northwestern US. Throughout the history of the Army the NCO has been there, leading soldiers in battle and training them in peacetime, leading by example and always, always – out front.



### **THE REVOLUTION TO THE CIVIL WAR**

1-2. The history of the United States Army and of the noncommissioned officer began in 1775 with the birth of the Continental Army. The American noncommissioned officer did not copy the British. He, like the American Army itself, blended traditions of the French, British and Prussian armies into a uniquely American institution. As the years progressed, the American

political system, with its disdain for the aristocracy, social attitudes and the vast westward expanses, further removed the US Army noncommissioned officer from his European counterparts and created a truly American noncommissioned officer.

*“Understanding the history of our profession and our corps is at the heart of being a soldier. Every soldier needs to learn about our heritage and traditions, it is the essence of who we are.”*

CSM Cynthia Pritchett

### **The Revolution**

1-3. In the early days of the American Revolution, little standardization of NCO duties or responsibilities existed. In 1778, during the long hard winter at Valley Forge, Inspector General Friedrich von Steuben standardized NCO duties and responsibilities in his *Regulations for the Order and Discipline of the Troops of the United States* (printed in 1779). His work, commonly called the Blue Book, set down the duties and responsibilities for corporals, sergeants, first sergeants, quartermaster sergeants and sergeants major, which were the NCO ranks of the period. The Blue Book also emphasized the importance of selecting quality soldiers for NCO positions and served a whole generation of soldiers as the primary regulation for the Army for 30 years. In fact, part of Von Steuben’s Blue Book is still with us in FM 22-5, *Drill and Ceremonies* and other publications.

1-4. Von Steuben specified duties of the noncommissioned officer. The Sergeant Major served as the assistant to the regimental adjutant, keeping rosters, forming details and handling matters concerning the "interior management and discipline of the regiment." The Sergeant Major also served “at the head of the noncommissioned officers.” The Quartermaster Sergeant assisted the regimental quartermaster, assuming his duties in the quartermaster's absence and supervising the proper loading and transport of the regiment's baggage when on march. The First Sergeant enforced discipline and encouraged duty among troops, maintaining the duty roster, making morning report to the company commander and keeping the company descriptive book. This document listed the name, age, height, place of birth and prior occupation of every enlisted man in the unit.

1-5. The day-to-day business of sergeants and corporals included many roles. Sergeants and Corporals instructed recruits in all matters of military training, including the order of their behavior in regard to neatness and sanitation. They quelled disturbances and punished perpetrators. They forwarded sick lists to the First Sergeant. In battle, NCOs closed the gaps occasioned by casualties, encouraged men to stand their ground and to fire rapidly and accurately. The development of a strong NCO Corps helped sustain the Continental Army through severe hardships to final victory. Von Steuben’s regulations

established the foundation for NCO duties and responsibilities from 1778 to the present.

1-6. During the early stages of the American Revolution the typical Continental Army NCO wore an epaulet to signify his rank. Corporals wore green and sergeants wore red epaulets. After 1779, sergeants wore two epaulets, while corporals retained a single epaulet. From the American Revolution to World War II the noncommissioned officer received his promotion from the regimental commander. Entire careers were often spent within one regiment. If a man transferred from one regiment to the next, he did not take his rank with him. No noncommissioned officer could transfer in grade from one regiment to another without the permission of the General in Chief of the Army; this was rarely done. Without permanent promotions of individuals, stripes stayed with the regiment.

#### **Sergeant Brown at Redoubt Number 10**

On the 14<sup>th</sup> of October, 1781, Sergeant William Brown, during the all-important siege of Yorktown, led the advance party, known in those days as a 'forlorn hope,' against Redoubt Number 10 in the British defenses. Sergeant Brown declined to wait for sappers to clear the abatis that ringed the objective or to breach the picket-like fraise that blocked the way up the slope to the British position. Instead, he led his soldiers over and through these obstructions to enter the redoubt in a surprise assault. Using only their bayonets, the Americans captured the position within ten minutes. Sergeant Brown was among the casualties, with a bayonet wound in the hand.

#### **The Purple Heart**

1-7. Three NCOs received special recognition for acts of heroism during the American Revolution. These men, Sergeant Elijah Churchill, Sergeant William Brown and Sergeant Daniel Bissell, received the Badge of Military Merit, a purple heart with a floral border and the word "merit" inscribed across the center. In practice this award was the precursor to the Medal of Honor introduced during the Civil War. After a long period of disuse, Badge of Military Merit was reinstituted in 1932 as the Purple Heart and is a decoration for members of the armed forces wounded or killed in action or as a result of a terrorist attack.

#### **Rank Insignia**

1-8. In 1821 the War Department made the first reference to noncommissioned officer chevrons. A General Order directed that sergeants major and quartermaster sergeants wear a worsted chevron on each arm above the elbow; sergeants and senior musicians, one on each arm below the elbow; and corporals, one on the right arm above the elbow. This practice ended in 1829 but returned periodically and became a permanent part of the NCO's uniform before the Civil War.

1-9. In 1825 the Army established a systematic method for selecting noncommissioned officers. The appointment of regimental and company noncommissioned officers remained the prerogative of the regimental commander. Usually regimental commanders would accept the company commander's recommendations for company NCOs unless there were overriding considerations. *The Abstract of Infantry Tactics*, published in 1829, provided instructions for training noncommissioned officers. The purpose of this instruction was to ensure that all NCOs possessed "an accurate knowledge of the exercise and use of their firelocks, of the manual exercise of the soldier and of the firings and marchings."

#### **Percival Lowe**

In October 1849, a young Massachusetts farm boy named Percival Lowe joined the US Army's Dragoons. Having read Fremont's Narrative of 1843-1844 and other Army adventures, he felt that five years of life in the west would round out his education. Lowe was intelligent, well educated and strong, which made him an ideal soldier for the years ahead.

During the next few months Lowe proved himself as a soldier. He learned quickly how to keep his horse in sound condition while campaigning. He also learned the ways of the Plains and the various Indian tribes that lived upon it. More than anything, however, he learned about the individual soldiers in his unit and how to lead them. He was promoted to corporal, then sergeant and in June of 1851, a little over two years after he had enlisted, Lowe became first sergeant of his company. Two years after he made first sergeant in 1853, Lowe viewed whiskey as the major source of discipline problems for enlisted men. He talked with other noncommissioned officers about this and cautioned each to give personal attention to his men to ensure they were not drinking to excess.

Sometimes Lowe would lock drunken soldiers in a storeroom until they sobered up. Offenders received extra duty as punishment. Lowe and the noncommissioned officers of the company established the "company court-martial" (not recognized by Army regulations). This allowed the noncommissioned officers to enforce discipline, for the breaking of minor regulations, without lengthy proceedings. In the days before the summary court martial, it proved effective to discipline a man by the company court-martial and avoided ruining his career by bringing him before three officers of the regiment.

1-10. Field officers and the adjutant frequently assembled noncommissioned officers for both practical and theoretical instruction. Furthermore, field officers ensured that company officers provided proper instruction to their noncommissioned officers. The sergeant major assisted in instructing sergeants and corporals of the regiment. Newly promoted corporals and sergeants of the company received instruction from the First Sergeant. The first sergeant of that time, like today, was a key person in the maintenance of

military discipline.

## **THE CIVIL WAR TO WORLD WAR 1**

### **The Civil War**

1-11. During the 1850's major changes occurred in US Army weaponry. Inventors developed and refined the percussion cap and rifled weapons. Weapons like the Sharps carbine added greatly to fire power and accuracy. The increased lethality of weapons did not immediately result in different tactics. The huge numbers of casualties in the American Civil War proved that technological advances must result in changes to battlefield tactics. Operationally, the Civil War marked a distinct change in warfare. No longer was it sufficient to defeat an enemy's army in the field. It was necessary to destroy the enemy's will and capacity to resist through military, economic and political means. This became the concept of total war. The war required a large number of draftees and unprecedented quantities of supplies.

#### **Sergeant William McKinley at Antietam**

William McKinley enlisted in Colonel (later President) Rutherford B. Hayes' 23<sup>rd</sup> Ohio Infantry Regiment in June, 1861. During the battle of Antietam on 17 September 1862 Commissary Sergeant McKinley was in the rear in charge of his unit's supplies. The men had eaten only a scanty breakfast and McKinley knew as the day wore on that the Buckeye soldiers were growing weaker.

Gathering some stragglers, Sergeant McKinley led two mule teams with wagons of rations and hot coffee into the thick of battle. Working his way over rough ground under fire, McKinley ignored repeated warnings to retreat. He lost one team of mules to enemy fire but did not return to the rear of the brigade until his fellow soldiers had been properly fed under adverse combat conditions. McKinley later was a congressman, governor and was elected the 25<sup>th</sup> President of the United States in 1896.

1-12. During the Civil War, noncommissioned officers led the lines of skirmishers that preceded and followed each major unit. NCOs also carried the flags and regimental colors of their units. This deadly task was crucial to maintain regimental alignment and for commanders to observe their units on the field. As the war progressed, organizational and tactical changes led the Army to employ more open battle formations. These changes further enhanced the combat leadership role of the noncommissioned officer. New technology shaped the Army during the Civil War: railroads, telegraph communications, steamships, balloons and other innovations. These innovations would later impact the noncommissioned officer rank structure and pay.

1-13. Since its founding on 14 June 1775, the Army normally expanded in wartime with volunteers, with the professional soldiers forming the basis for expansion. The Civil War in particular brought a huge increase in the number of volunteer soldiers. This policy endured to some extent until world

commitments and the stationing of troops overseas in the 20th century required the Nation to maintain a strong professional force.

### **The 54<sup>th</sup> Massachusetts Assault on Fort Wagner**

The 54th Massachusetts Regiment was selected to lead the attack against Fort Wagner, one of the fortifications protecting Charleston Harbor from seaborne assault. Although the battle of Fort Wagner was minor compared to the Civil War's major battles, it clearly demonstrated to the Nation that valor and commitment was present throughout its entire Army.

At twilight on 18 July 1863 the 54th led two Union brigades through the Carolina low country and across a sandy beach toward the fort... As they approached, the Confederates let loose volley after volley of musket-fire into the soldiers. Although men fell left and right, the bulk of the 54th managed to charge onto the parapets of the fort, climbing down into it to fight hand to hand. The 54th was able to hold its ground for an hour before finally being pushed back. But even in the tumult, the 54th's gallantry showed. Sergeant William H. Carney, severely wounded, still managed to save the 54th's battle flag and kneel with it on the crest of the fort as the battle raged around him. When the attack ended, Carney carried the flag to safety. For this action, Sergeant Carney became the first African-American to receive the Medal of Honor.

Frederick Douglass' son Lewis wrote to his sweetheart shortly after the battle, "This regiment has established itself as a fighting regiment... not a man flinched, though it was a trying time... Remember if I die, I die in a good cause."

Although the 54th lost over 50 percent of its men, including Col. Shaw, the glory of the regiment and this battle was honored by the Nation both during the Civil War and in the 130 years since.

1-14. In the post-Civil War era the Artillery School at Fort Monroe reopened to train both officers and noncommissioned officers. In 1870 the Signal Corps established a school for training officers and noncommissioned officers. Because both the Artillery and the Signal Corps required soldiers to have advanced technical knowledge to operate complex equipment and instruments, these were the first schools established. Efforts to provide advanced education for noncommissioned officers in other less technical fields, however, failed to attract supporters. Army leaders thought experience and not the classroom made a good NCO.

### **Military Life on the Frontier**

1-15. During the Indian Wars period, enlisted men lived in spartan barracks with corporals and privates in one large room. Sergeants lived separately from their men in small cubicles of their own adjacent to the men's sleeping quarters. This gave enlisted men a sense of comradeship, but allowed little



privacy.

#### **Buffalo Soldiers and Sergeant George Jordan**

African-American soldiers of this period were often referred to as Buffalo Soldiers. The units they served in were the 9th and 10th Cavalry and the 24th and 25th Infantry. These troops provided 20 years of continuous frontier service. They campaigned in the southern plains, in west Texas, in the Apache lands and against the Sioux. Sergeant George Jordan, a Buffalo Soldier, won the Medal of Honor for actions during the campaign against the Apache leader Victorio. Sergeant Jordan led a 25-man unit to Tularosa, New Mexico, to stave off a coming attack. Standing firm against 200-300 Apaches, Sergeant Jordan and his men prevented the town's destruction.

1-16. During the 1870s the Army discouraged enlisted men from marrying. Regulations limited the number of married enlisted men in the Army and required special permission to marry. Those men who did marry without permission could be charged with insubordination. They could not live in post housing or receive other entitlements. Still, nature proved stronger than Army desires or regulations. Marriages occurred and posts became communities.

1-17. Barracks life in the 1890s was simple, with card games, dime novels and other amusements filling idle time. Footlockers contained personal possessions, along with military clothing and equipment. Soldiers during this period maintained handbooks that contained a variety of information, including sections entitled, "Extracts from Army Regulations of 1895," "Examination of Enlisted Men for Promotion," "Take Care of Your Health," "Extracts from Articles of War," and others. In the back there were three sections for the soldier to fill in: "Clothing Account," "Military Service," and "Last Will and Testament." Soldiers carried these handbooks for a number of years and provided an accurate record of the important events in his Army life.

#### **Corporal Titus in the Boxer Rebellion**

In the summer of 1900 American troops joined soldiers from seven other nations to rescue citizens besieged in their embassies in the walled city of Peking during an outbreak of violence directed at foreigners in China. On 14 August, when his commander asked for a volunteer to scale the east wall of the city without the aid of ropes or ladders, Musician Corporal Calvin P. Titus said, "I'll try, sir." Under enemy fire Corporal Titus successfully climbed the wall by way of jagged holes in its surface. His company followed his lead up the wall and into the city. Titus received the Medal of Honor.

1-18. The increase of technology which accompanied modernization greatly affected the NCO Corps during the last half of the 19th Century. The number of NCO ranks grew rapidly; each new advent of technology created another pay grade. The Army was forced to compete with industry for technical workers. In 1908 Congress approved a pay bill which rewarded those in

technical fields in order to retain their services. Combat soldiers were not so fortunate. A Master Electrician in the Coast Artillery made \$75-84 per month, while an Infantry Battalion Sergeant Major lived on \$25-34 per month. Compare that with a Sergeant of the Signal Corps (\$34 - \$43 per month).

### **Enlisted Retirement**

1-19. In 1885 Congress authorized voluntary retirement for enlisted soldiers. The system allowed a soldier to retire after 30 years of service with three-quarters of his active duty pay and allowances. This remained relatively unchanged until 1945 when enlisted personnel could retire after 20 years of service with half pay. In 1948 Congress authorized retirement for career members of the Reserve and National Guard. Military retirement pay is not a pension, but rather is delayed compensation for completing 20 or more years of active military service. It not only provides an incentive for soldiers to complete 20 years of service, but also creates a backup pool of experienced personnel in the event of a national emergency.

### **NCO Guide**

1-20. The Army began to explicitly define NCO duties during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. The five or six pages of instructions provided by von Steuben's *Regulations for the Order and Discipline of the Troops of the United States* in 1778 grew to 417 pages in the 1909 *Noncommissioned Officers Manual*. While an unofficial publication, it was widely used and the chapters describing the duties of the First Sergeant and Sergeant Major included common forms, a description of duties, what should and should not be done and customs of the service. The *Noncommissioned Officers Manual* included a chapter on discipline that stressed the role of punishment in achieving discipline. The manual stated that the purpose of punishment was to prevent the commission of offenses and to reform the offender. However, this section repeatedly stressed that treatment of subordinates should be uniform, just and in no way humiliating.

### **The Modern Rank Insignia**

1-21. In 1902 the NCO symbol of rank, the chevron, rotated to what we would today call point up and became smaller in size. Though many stories exist as to why the chevron's direction changed, the most probable reason was simply that it looked better. Clothing had become more form fitting, creating narrower sleeves; in fact, the 10-inch chevron of the 1880s would have wrapped completely around the sleeve of a 1902 uniform.

## **THE WORLD WARS AND CONTAINMENT**

### **World War 1**

1-22. World War I required the training of four million men, one million of which would go overseas. Corporals were the primary trainers during this period, teaching lessons that emphasized weapons and daytime maneuvers.

Training included twelve hours devoted to the proper use of the gas mask and a trip to the gas chamber. After viewing the differences in American and foreign NCO prestige, American Commanding General John J. Pershing suggested the establishment of special schools for sergeants and separate NCO messes. The performance of noncommissioned officers in the American Expeditionary Force seemed to validate these changes.

#### **Sergeant Patrick Walsh in World War I**

When the United States entered World War I in 1917, Sergeant Patrick Walsh already had thirty-one years of service and was eligible to retire. Instead, he chose to remain with his unit when it left for France. On 1 March 1918, near Seicheprey, Sergeant Walsh followed his company commander through a severe barrage to the first line of trenches to attack. When the company commander was killed, Sergeant Walsh assumed command and initiated an assault that resulted in heavy enemy losses. He received the Distinguished Service Cross for his demonstration of leadership.

1-23. In 1922 the Army scheduled 1,600 noncommissioned officers for grade reductions. Although this was necessary to reduce the total force and save money, it caused severe hardships for many noncommissioned officers, especially those with families. Also, post-World War I budget reductions and the Great Depression led to irregularities in pay: often the soldier received only half his pay, or half his pay in money and half in consumer goods or food.

1-24. The rapid pace and acceptance of technology during the late 1930s caused the Army to create special “technician” ranks in grades 3, 4, & 5 (CPL, SGT & SSG), with chevrons marked with a “T.” This led to an increase in promotions among technical personnel. The technician ranks ended in 1948, but they later reappeared as ‘specialists’ in 1955.

1-25. The typical First Sergeant of this period carried his administrative files in his pocket—a black book. The book contained the names of everyone in the company and their professional history (AWOLs, work habits, promotions, etc.). The book passed from first sergeant to first sergeant, staying within the company and providing the unit with a historical document. The first sergeant accompanied men on runs, the drill field, training, or the firing range. He was always at the forefront of everything the company did.

### **World War 2**

1-26. With the attack on Pearl Harbor in December 1941, the United States found itself in another major war. Mobilization greatly increased the numbers of Army noncommissioned officers. Ironically, mobilization, combined with other factors, created a staggering growth in the percentage of noncommissioned officers to total forces. The proportion of noncommissioned

officers in the Army increased from 20 percent of the enlisted ranks in 1941, to nearly 50 percent in 1945, resulting in reduced prestige for many noncommissioned officer ranks. Coupled with this growth in numbers the eight-man infantry squad increased to twelve, with the sergeant then staff sergeant, replacing the corporal as its leader. The rank of corporal came to mean very little, even though he was in theory and by tradition a combat leader.

#### **Staff Sergeant Kazuo Otani at Pieve Di St. Luce**

World War II witnessed a number of heroic deeds by NCOs. An example was the action of Staff Sergeant Kazuo Otani on 15 July 1944, near Pieve Di St. Luce, Italy. Advancing to attack a hill objective, Staff Sergeant Otani's platoon became pinned down in a wheat field by concentrated fire from enemy machine gun and sniper positions. Realizing the danger confronting his platoon, Staff Sergeant Otani left his cover and shot and killed a sniper who was firing with deadly effect upon the platoon. Followed by a steady stream of machine gun bullets, Staff Sergeant Otani then dashed across the open wheat field toward the foot of a cliff, and directed his men to crawl to the cover of the cliff.

When the movement of the platoon drew heavy enemy fire, he dashed along the cliff toward the left flank, exposing himself to enemy fire. By attracting the attention of the enemy, he enabled the men closest to the cliff to reach cover. Organizing these men to guard against possible enemy counterattack, Staff Sergeant Otani again made his way across the open field, shouting instructions to the stranded men while continuing to draw enemy fire. Reaching the rear of the platoon position, he took partial cover in a shallow ditch and directed covering fire for the men who had begun to move forward. At this point, one of his men became seriously wounded. Ordering his men to remain under cover, Staff Sergeant Otani crawled to the wounded soldier who was lying on open ground in full view of the enemy. Dragging the wounded soldier to a shallow ditch, Staff Sergeant Otani proceeded to render first aid treatment, but was mortally wounded by machine gun fire.

1-27. Basic training in World War II focused on hands-on experience instead of the classroom. NCOs conducted all training for soldiers. After basic training, a soldier went to his unit where his individual training continued. The major problem was that the rapid expansion of the Army had led to a proportionate decrease in experienced men in the noncommissioned officer ranks. Making this condition worse was the practice of quickly advancing in rank soldiers who showed potential while combat losses reduced the number of experienced NCOs.

1-28. Fighting in the Pacific and Europe required large numbers of men. Millions of men enlisted and America drafted millions more. Still the Army suffered from manpower shortages. In 1942 the Army formally added women

to its ranks. By 1945 over 90,000 women had enlisted in the Army. Women served in administrative, technical, motor vehicle, food, supply, communications, mechanical and electrical positions during the war. After the war women continued to serve in a variety of roles in the Army. As a result of the continued growth of technology, a new emphasis on education began in the post-World War II era. This emphasis encouraged the young soldier to become better educated in order to advance in rank.

#### **Staff Sergeant John Sjogren at San Jose Hacienda**

On 23 May 1945, Company I, 160<sup>th</sup> Infantry was conducting an attack near San Jose Hacienda in the Philippine Islands. The attack was against a high precipitous ridge defended by a company of enemy riflemen, who were entrenched in spider holes and supported by well-sealed pillboxes housing automatic weapons with interlocking bands of fire. The terrain was such that only 1 squad could advance at one time; and from a knoll atop a ridge a pillbox covered the only approach with automatic fire. Against this enemy stronghold, Staff Sergeant John C. Sjogren led the first squad to open the assault. Deploying his men, he moved forward and was hurling grenades when he saw that his next in command, at the opposite flank, was gravely wounded. Without hesitation he crossed 20 yards of exposed terrain in the face of enemy fire and exploding dynamite charges, moved the man to cover and administered first aid.

He then worked his way forward, advancing directly into the enemy fire, and killed 8 enemy soldiers in spider holes guarding the approach to the pillbox. Crawling to within a few feet of the pillbox while his men concentrated their bullets on the fire port, he began dropping grenades through the narrow firing slit. The enemy immediately threw these unexploded grenades out, and fragments from one wounded him in the hand and back. However, by hurling grenades through the embrasure faster than the enemy could return them, he succeeded in destroying the occupants. Despite his wounds, he directed his squad to follow him in a systematic attack on the remaining positions, which he eliminated in like manner, taking tremendous risks, overcoming bitter resistance, and never hesitating in his relentless advance. Staff Sergeant Sjogren led his squad in destroying 9 pillboxes, thereby paving the way for his company's successful advance.

#### **NCO Education I**

1-29. On 30 June 1947 the first class enrolled in the 2d Constabulary Brigade's NCO school, located in Munich, Germany. Two years later, the US Seventh Army took over the 2d Constabulary functions and the school became the Seventh Army Noncommissioned Officers Academy. Eight years later AR 350-90 established Army-wide standards for NCO academies. Emphasis on NCO education increased to the point that by 1959 over 180,000 soldiers would attend NCO academies located in the continental United States. In

addition to NCO academies, the Army encouraged enlisted men to advance their education by other means. By 1952 the Army had developed the Army Education Program to allow soldiers to attain credits for academic education. This program provided a number of ways for the enlisted man to attain a high school or college diploma.

## **Korea**

1-30. In 1950 an unprepared United States again had to commit large numbers of troops in a war a half a world away. The North Korean attack on South Korea stressed American responsibilities overseas. Containment of communist aggression was the official policy of the United States. This meant that American commitments in Asia, Europe and the Pacific would require a strong and combat-ready professional Army. During the Korean War the NCO emerged more prominently as a battle leader than he had in World War II. The steep hills, ridges, narrow valleys and deep gorges forced many units to advance as squads. Korea was the first war America fought with an integrated Army. Black and white soldiers together fought a common foe.

### **Sergeant Ola Mize at Outpost Harry**

Near Surang-ni, Sergeant Ola L. Mize led the defense of Outpost Harry. Learning of a wounded soldier in an outlying listening post, during an artillery barrage, Mize moved to rescue the soldier. Returning to the main position with the soldier, Mize rallied the troops into an effective defense as the enemy attacked in force. Knocked down three times with grenade or artillery blasts, Mize continued to lead his men.

With the enemy assault temporarily halted, Mize and several men moved from bunker to bunker clearing the enemy. Upon noticing a friendly machine gun position being overrun, he fought his way to their aid, killing ten enemy soldiers and dispersing the rest. Securing a radio, he directed artillery fire upon the enemy's approach routes. At dawn, Mize formed the survivors into a unit and successfully led a counterattack that cleared the enemy from the outpost.

1-31. In 1958 the Army added two grades to the NCO ranks. These pay grades, E-8 and E-9, would "provide for a better delineation of responsibilities in the enlisted structure." With the addition of these grades, the ranks of the NCO were corporal, sergeant, staff sergeant, sergeant first class, master sergeant and sergeant major.

## **Vietnam**

1-32. America's strategy of containment continued after the Korean War and the Nation set a course to help its ally South Vietnam defeat communist aggression. In 1965 America made a major commitment in ground troops to Vietnam. The Vietnamese Communists fought a long drawn-out war, meant to wear down American forces. Because no clear battle lines existed it was often

hard to tell foe from friend. In 1973 a formal cease-fire signed by American and North Vietnamese delegations ended American troop commitments to the area.

1-33. Vietnam proved to be a junior leader's war with decentralized control. Much of the burden of combat leadership fell on the NCO. With a need for large numbers of NCOs for combat duty, the Army began the Noncommissioned Officer Candidate Course, with three sites at Fort Benning, Fort Knox and Fort Sill. After a 12-week course, the graduate became an E-5; those in the top five percent became E-6s. An additional 10 weeks of hands-on training followed and then the NCO went to Vietnam. However, senior NCOs had mixed feelings about the program (sometimes called the "shake-and-bake" program). Many of these senior NCOs thought it undermined the prestige of the NCO Corps though few could say they actually knew an unqualified NCO from the course.

#### **SFC Eugene Ashley at Lang Vei**

During the initial stages of the defense of the Special Forces camp at Lang Vei, Republic of Vietnam, SFC Eugene Ashley, Jr. supported the camp with high explosives and illumination mortar rounds. Upon losing communication with the camp, he directed air strikes and artillery support. He then organized a small assault force composed of local friendly forces.

Five times Ashley and his newly formed unit attacked enemy positions, clearing the enemy and proceeding through booby-trapped bunkers. Wounded by machine gun fire, Ashley continued on, finally directing air strikes on his own position to clear the enemy. As the enemy retreated he lapsed into unconsciousness. While being transported down the hill, an enemy artillery shell fatally wounded him.

#### **Sergeant Major of the Army**

1-33. In 1966 Army Chief of Staff Harold K. Johnson chose Sergeant Major William O. Wooldridge as the first Sergeant Major of the Army. The SMA was to be the primary advisor and consultant to the Chief of Staff on enlisted matters. He would identify problems affecting enlisted personnel and recommend appropriate solutions.

*In his brief instructions, Johnson included on a 3 x 5 card that he presented to Wooldridge that he was to advise the Chief of Staff on 'all matters pertaining primarily to enlisted personnel, including ... morale, welfare, training, clothing, insignia, equipment, pay and allowances, customs and courtesies of the service, enlistment and reenlistment, discipline and promotion policies.'*

*Wooldridge kept the folded card in his wallet, the only written instructions he had during his time in office. In a handwritten note to Wooldridge later Johnson stated 'You have shouldered a large burden and I am most appreciative of the way you have done it.'*

*Since the establishment of the position of Sergeant Major of the Army, they have been working to refine and bring back professionalism to the NCO Corps and refining the focus of the Office of the Sergeant Major of the Army.*

*Today's soldier can clearly identify with the top enlisted soldier serving at the head of the noncommissioned officer support channel and we owe a debt of gratitude to General Johnson and the men who have made it possible ... the Sergeants Major of the Army.*

## **POST-VIETNAM AND THE VOLUNTEER ARMY**

### **NCO Education II**

1-34. After the US ended conscription following the Vietnam War, it became increasingly clear NCOs needed more sustained training throughout their careers. NCO education expanded and became formalized in the 70s and 80s. Today's NCO Education System includes the Primary Leadership Development Course (PLDC), Basic Noncommissioned Officer Course (BNCOC), the Advanced Noncommissioned Officer Course (ANCOC), and the US Army Sergeants Major Course (USASMC). The Sergeants Major Course first began in January 1973 as the capstone training for the Army's most senior NCOs. The Sergeants Major Academy also operates three senior NCO courses outside NCOES that are designed to train NCOs for particular positions. These are the First Sergeant Course (FSC), the Battle Staff Course (BSC) and the Command Sergeant Major Course (CSMC). In 1986 PLDC became a mandatory prerequisite for promotion to staff sergeant. This was the first time an NCOES course actually became mandatory for promotion.

1-35. In 1987 the Army completed work on a new state-of-the-art education facility at the Sergeants Major Academy at Fort Bliss, Texas, further emphasizing the importance of professional education for NCOs. This 17.5 million-dollar, 125,000 square foot structure allowed the academy to expand course loads and number of courses. As the Noncommissioned Officer Education System continues to grow, the NCO of today combines history and tradition with skill and ability to prepare for combat. He retains the duties and responsibilities given to him by von Steuben in 1778 and these have been built upon to produce the soldier of today.

### **Grenada and Panama**

1-36. The murder of Grenada's Prime Minister in October 1983 created a breakdown in civil order that threatened the lives of American medical students living on the island. At the request of allied Caribbean nations, the United States invaded the island to safeguard the Americans there. Operation Urgent Fury included Army Rangers and Paratroopers from the 82<sup>nd</sup> Airborne Division. This action succeeded in the eventual reestablishment of a representative form of government in Grenada. After Manuel Noriega seized control of his country in 1983, corruption in the Panamanian government became widespread and eventually Noriega threatened the security of the United States by cooperating with Colombian drug producers. Harassment of



American personnel increased and after a US Marine was shot in December 1989, the US launched Operation Just Cause. This invasion, including over 25,000 soldiers, quickly secured its objectives. Noriega surrendered on 3 January 1990 and was later convicted on drug trafficking charges.

### **The Gulf War**

1-37. In August 1990 Iraqi military forces invaded and occupied Kuwait. The US immediately condemned Iraq's actions and began building support for a coalition to liberate Kuwait. Iraq's dictator, Saddam Hussein, ignored the demands of over 36 nations to leave Kuwait. In response, coalition forces began deploying to Saudi Arabia. On 12 January 1991 Congress authorized the use of military force to liberate Kuwait. Operation Desert Storm commenced 17 January 1991 as the coalition initiated an air campaign to disable Iraq's infrastructure. After five weeks of air and missile attacks, ground troops, including over 300,000 from the US Army, began their campaign to free Kuwait. On 27 February 1991, coalition forces entered Kuwait City forcing Iraq to concede a cease-fire after only 100 hours of ground combat.

### **Somalia and Rwanda**

1-38. In the early 1990s Somalia was in the worst drought in over a century and its people were starving. The international community responded with humanitarian aid but clan violence threatened international relief efforts. The United Nations formed a US-led coalition to protect relief workers so aid could continue to flow into the country. Operation Restore Hope succeeded, ending the starvation of the Somali people. US soldiers also assisted in civic projects that built and repaired roads, schools, hospitals and orphanages. A history of ethnic hatred in Rwanda led to murder on a genocidal scale. Up to a million Rwandans were killed and two million Rwandans fled and settled in refugee camps in several central African locations. Conditions in the camps were appalling; starvation and disease took even more lives. The international community responded with one of the largest humanitarian relief efforts ever mounted. The US military quickly established an atmosphere of collaboration and coordination setting up the necessary infrastructure to complement and support the humanitarian response community. In Operation Support Hope, US Army soldiers provided clean water, assisted in burying the dead and integrated the transportation and distribution of relief supplies.

#### **MSG Gordon and SFC Shughart at Mogadishu**

On 17 October 1993, while serving as a Sniper Team with Task Force Ranger in Mogadishu, Somalia, Master Sergeant Gary I. Gordon and Sergeant First Class Randall D. Shughart provided precision sniper fires from the lead helicopter during an assault on a building and at two helicopter crash sites.

While providing critical suppressive fires at the second crash site, MSG Gordon and SFC Shughart learned that ground forces were not

immediately available to secure the site. They both unhesitatingly volunteered to be inserted to protect the four critically wounded personnel, despite being well aware of the growing number of enemy personnel closing in on the site.

Equipped with only sniper rifles and pistols, MSG Gordon and SFC Shughart, while under intense small arms fire from the enemy, fought their way through a dense maze of shanties and shacks to reach the critically injured crewmembers. They immediately pulled the pilot and the other crewmembers from the aircraft, establishing a perimeter that placed themselves in the most vulnerable position. MSG Gordon and SFC Shughart used their long-range rifles and side arms to kill an undetermined number of attackers. Master Sergeant Gordon then went back to the wreckage, recovering some of the crew's weapons and ammunition. Despite the fact that he was critically low on ammunition, he provided some of it to the dazed pilot and then radioed for help. MSG Gordon and SFC Shughart continued to travel the perimeter, protecting the downed crew.

SFC Shughart continued his protective fire until he depleted his ammunition and was fatally wounded. After he exhausted his own rifle ammunition, MSG Gordon returned to the wreckage, recovering a rifle with the last five rounds of ammunition and gave it to the pilot with the words, "good luck." Then, armed only with his pistol, MSG Gordon continued to fight until he was fatally wounded. The actions of MSG Gordon and SFC Shughart saved the pilot's life.

## **Haiti**

1-39. In December 1990 Jean-Bertrand Aristide was elected President of Haiti, in an election that international observers deemed largely free and fair. Aristide took office in February 1991, but was overthrown by the Army and forced to leave the country. The human rights climate deteriorated as the military and the de facto government sanctioned atrocities in defiance of the international community's condemnation. The United States led a Multinational Force to restore democracy by removing the military regime, return the previously elected Aristide regime to power, ensure security, assist with the rehabilitation of civil administration, train a police force, help prepare for elections and turn over responsibility to the UN. Operation Uphold Democracy succeeded both in restoring the democratically elected government of Haiti and in stemming emigration. In March 1995 the United States transferred the peacekeeping responsibilities to the United Nations.



### **The Balkans**

1-40. During the mid-1990s, Yugoslavia was in a state of unrest because various ethnic groups wanted a separate state for themselves. Serbia attempted through military force to prevent any group from gaining autonomy from the central government. Serbian forces brutally suppressed the separatist movement of ethnic Albanians in the province of Kosovo, leaving hundreds dead and over 200,000 homeless. The refusal of Serbia to negotiate peace and strong evidence of mass murder by Serbian forces resulted in the commencement of Operation Allied Force. Air strikes against Serbian military targets continued for 78 days in an effort to bring an end to the atrocities that continued to be waged by the Serbs. Serbian forces withdrew and NATO deployed a peacekeeping force, including US Army soldiers, to restore stability to the region and assist in the repair of the civilian infrastructure.

#### **SGT Christine Roberts in Kosovo**

In June 1999, SGT Christine Roberts was a flight medic with the 50<sup>th</sup> Medical Company at Camp Bondsteel in Kosovo. Her air ambulance crew was called to assist when a soldier lost his right foot after he stepped on a land mine while on patrol near Basici, Kosovo. Roberts rode a jungle-penetrator 200 feet down onto the steep hill to search by

foot, disregarding the potential danger from other mines. After finding the casualty, she dressed his injured leg, tightened a tourniquet and then loaded him on the hoist. He was lifted out from the wooded, mountainous terrain into the helicopter and flown to the hospital at Camp Bondsteel. SGT Roberts received the Soldier's Medal for her heroism.

## **The War on Terrorism**

1-41. Terrorists of the al-Qaeda network attacked the United States on September 11, 2001, killing nearly 3000 people and destroying the World Trade Center in New York City. The United States, with enormous support from the global community, responded with attacks on the al-Qaeda network and the Taliban-controlled government of Afghanistan that was providing it support. Operation Enduring Freedom with US and allied forces quickly toppled the Taliban regime and severely damaged the al-Qaeda forces in Afghanistan. US Army NCOs and soldiers continue to play a leading role in the war on terrorism and provide security to the Nation.

## **CONTEMPORARY OPERATIONAL ENVIRONMENT**

### **Full Spectrum Operations**

1-42. Today the Army's operational doctrine covers the full spectrum of operations. That means stability, support, offense and defense operations. What that means to you is to conduct good training and make sure your soldier meets the standards. Effective training is the cornerstone of operational success. Training to high standards is essential for a full spectrum force; the Army cannot predict every operation it deploys to. Battle-focused training on combat tasks prepares soldiers, units and leaders to deploy, fight and win. Upon alert, initial-entry Army forces deploy immediately, conduct operations and complete any needed mission-specific training in country. Follow-on forces conduct pre- or post-deployment mission rehearsal exercises, abbreviated if necessary, based on available time and resources.

### **The Operational Environment**

1-43. America's potential adversaries learned from the Gulf War that to oppose US forces on our terms is foolhardy at best and may even be suicidal. As demonstrated by terrorist adversaries, we can expect that our enemies in the future will attempt to avoid decisive battle; prolong the conflict; conduct sophisticated ambushes; disperse combat forces and attempt to use information services to its advantage — all while inflicting unacceptable casualties on US forces.

1-44. The operational environment and the wide array of threats present significant challenges. Army forces must simultaneously defeat an adversary while protecting noncombatants and the infrastructure on which they depend. This requires Army leaders to be adaptive and aware of their environment.

*“Large units are likely to conduct simultaneous offensive, defensive, stability and support operations. Units at progressively lower echelons receive missions that require fewer combinations. At lower echelons, units usually perform only one type of operation.”*

FM 3-0, *Operations*, 2001

1-45. Depending on your mission and location, you and your soldiers, or perhaps the local population may be the targets of a terrorist attack. An adversary may try to use you in an information campaign to destroy US resolve. The more vital your units’ mission is to the overall operation the more likely it is that an adversary will attempt to target you in some way.

### **The Information Environment**

1-46. All military operations take place within an information environment that is not within the control of military forces. The information environment is the combination of individuals, organizations and systems that collect, process, store, display and disseminate information. It also includes the information itself. The media’s use of real-time technology affects public opinion and may alter the conduct of military operations. Now, more than ever, every soldier represents America — potentially to a global audience.

1-47. Technology enhances leader, unit and soldier performance and affects how Army forces conduct full spectrum operations in peace, conflict and war. Even with its advantages, the side with superior technology does not always win in land operations; rather, the side that applies combat power more skillfully usually prevails. The skill of soldiers coupled with the effectiveness of leaders decides the outcomes of engagements, battles and campaigns.

### **ARMY TRANSFORMATION**

1-48. The NCO has a key role in Army Transformation, perhaps the premier role. As the Army becomes a more deployable, agile and responsive force, some units will reorganize, receive new equipment and learn new tactics. The NCO, as the leader most responsible for individual and small unit training, will build the foundation for the Army’s objective force. New technology enables you to cover more ground and maintain better situational awareness. But individual and collective tasks are more complex, requiring small unit leaders to coordinate and synchronize soldiers’ efforts and the systems they employ to a degree never before seen.

*“One thing some soldiers may not fully understand yet is that transformation involves a lot more than two brigades up at Fort Lewis - it’s about the future and what kind of Army we’ll have for decades to come. We will continue to man, modernize and train our current forces throughout the transformation.... We will continue to need sharp, quick-thinking leaders.*

*The variety of missions and volume of information they'll be given will place a lot of responsibility on them.*

*"Transformation could cause as many changes in training and developing leaders in our schools as tactics and equipment. The result will be a future that lets us put a more powerful force on the ground faster and that will save a lot of lives. These are interesting times and sergeants need to stay open minded, keep updated on transformation and be thinking about how it will impact the NCO Corps."*

SMA Jack L. Tilley

1-49. Our Army has always benefited from NCOs who could and did display initiative, make decisions and seize opportunities that corresponded with the commander's intent. These qualities are more important than ever in Army Transformation. Despite technological improvement and increased situational awareness at every level – the small unit leader must still make decisions that take advantage of fleeting opportunities on the battlefield.

*"The great strength about the Army is: we're adaptable. Given the right tools [soldiers] make it hum."*

GEN John N. Abrams

## **ARMY VALUES**

1-50. You know what the Army Values are. They are important because they define character traits that help develop and maintain discipline. These values and the resulting discipline cause soldiers to do the right thing and continue doing the right thing even when it is hard. In leaders these traits are doubly important – we all know that actions speak louder than words. Your soldiers watch what you do as well as listen to what you say. You can't just carry values around on your keychain – demonstrate them in all you do.

## **LOYALTY**

***Bear true faith and allegiance to the US Constitution, the Army, your unit and other soldiers.***

1-51. Stand by your soldiers' honest mistakes – they can't learn without making a few. Take pride in their accomplishments and ensure your superiors hear about them. Make sure they understand their mission, know how to accomplish it and why it is important. Know that you and your soldiers are part of a bigger picture and every soldier has a task that supports the overall objective. When the commander makes a decision, execute – don't talk down about it either with your peers or your soldiers.

*"Loyalty is the big thing, the greatest battle asset of all. But no one ever wins the loyalty of troops by preaching loyalty. It is given to him as he proves his possession of the other virtues."*

## **DUTY**

### ***Fulfill your obligations.***

1-52. Take responsibility and do what's right, no matter how tough it is, even when no one is watching. Accomplish all assigned or implied tasks to the fullest of your ability. Duty requires a willingness to accept full responsibility for your actions and for your soldiers' performance. Take the initiative and anticipate requirements based on the situation. You will be asked to put the Nation's welfare and mission accomplishment ahead of the personal safety of you and your soldiers.

*"The essence of duty is acting in the absence of orders or direction from others, based on an inner sense of what is morally and professionally right...."*

GEN John A. Wickham Jr.

## **RESPECT**

### ***Treat people as they should be treated.***

1-53. Respect is treating others with consideration and honor. It is the expectation that others are as committed to getting the job done as you are while accepting they may have different ways of doing so. You don't have to accept every suggestion to show respect; just expect honesty and professionalism. Conduct corrective training with the end in mind — to help that soldier develop discipline and ultimately survive on the battlefield.

*"Regardless of age or grade, soldiers should be treated as mature individuals. They are engaged in an honorable profession and deserve to be treated as such."*

GEN Bruce Clarke

## **SELFLESS SERVICE**

### ***Put the welfare of the Nation, the Army and your soldiers before your own.***

1-54. What is best for our Nation, Army and organization must always come first. Selfless service is placing your duty before your personal desires. It is the ability to endure hardships and insurmountable odds in the service of fellow soldiers and our country. Placing your duty and your soldiers' welfare before your personal desires has always been key to the uniqueness of the American NCO.

*"The Nation today needs soldiers who think in terms of service to their country and not in terms of their country's debt to them."*

General of the Army Omar N. Bradley

## HONOR

### *Live up to all the Army values.*

1-55. Honor is living up to the Army Values. It starts with being honest with one's self and being truthful and sincere in all of our actions. As GEN Douglas MacArthur once said, "The untruthful soldier trifles with the lives of his countrymen and the honor and safety of his country." Being honest with one's self is perhaps the best way to live the Army Values. If something does not seem right to you or someone asks you to compromise your values, then you need to assess the situation and take steps to correct or report the issue.

*"What is life without honor? Degradation is worse than death."*

Lieutenant General Thomas J. "Stonewall" Jackson

## INTEGRITY

### *Do what's right, legally and morally.*

1-56. Integrity obliges one to act when duty calls. Integrity means to firmly adhere to a code of moral and ethical principles. Living and speaking with integrity is very hard. You must live by your word for everything, no buts, no excuses. Having integrity and being honest in everything you say and do builds trust. As leaders, all soldiers are watching and looking to see that you are honest and live by your word. If you make a mistake, you should openly acknowledge it, learn from it and move forward.

*"The American people rightly look to their military leaders not only to be skilled in the technical aspects of the profession of arms, but also to be men of integrity."*

GEN J. Lawton Collins

## PERSONAL COURAGE

### *Face fear, danger, or adversity (Physical or Moral).*

1-57. Persevere in what you know to be right and don't tolerate wrong behavior in others. Physical courage is overcoming fears of bodily harm while performing your duty. Moral courage is overcoming fears while doing what is right even if unpopular. It takes special courage to make and support unpopular decisions. Do not compromise your values or moral principles. If you believe you are right after thoughtful consideration, hold to your position. We expect and encourage candor and integrity from all soldiers. Taking the immediate and right actions in a time of conflict will save lives.

*"The concept of professional courage does not always mean being as tough as nails either. It also suggests a willingness to listen to the soldiers' problems, to go to bat for them in a tough situation and it means knowing just how far they can go. It also means being willing to tell the boss when he's wrong."*



SMA William Connelly

1-58. By accepting Army Values and by your example passing them on to your soldiers, you help develop and spread the warrior ethos throughout the Army. The warrior ethos is that frame of mind whereby soldiers will not quit until they have accomplished their mission. It “compels soldiers to fight through all conditions to victory, no matter how long it takes and no matter how much effort is required. It is the soldier’s selfless commitment to the Nation, mission, unit and fellow soldiers. It is the professional attitude that inspires every American soldier. The warrior ethos is grounded in refusal to accept failure. It is developed and sustained through discipline, example, commitment to Army values and pride in the Army’s heritage.”

#### **Corporal Rodolfo Hernandez on Hill 420**

CPL Rodolfo P. Hernandez, G Company, 187<sup>th</sup> Regimental Combat Team was with his platoon on Hill 420 near Wontong-ni, Korea on May 31<sup>st</sup>, 1951. His platoon came under ruthless attack by a numerically superior and fanatical hostile force, accompanied by heavy artillery, mortar and machinegun fire that inflicted numerous casualties on the platoon. His comrades were forced to withdraw due to lack of ammunition but CPL Hernandez, although wounded in an exchange of grenades, continued to deliver deadly fire into the ranks of the onrushing assailants until a ruptured cartridge rendered his rifle inoperative. Immediately leaving his position, CPL. Hernandez rushed the enemy armed only with rifle and bayonet. Fearlessly engaging the foe, he killed 6 of the enemy before falling unconscious from grenade, bayonet and bullet wounds but his heroic action momentarily halted the enemy advance and enabled his unit to counterattack and retake the lost ground.

### **NCO PROFESSIONAL DEVELOPMENT**

1-59. The leader development process is executed in three pillars: Institutional Training, Operational Assignments and Self- Development. The Noncommissioned Officer Education System (NCOES) is the keystone for NCO development. NCOES provides leader and MOS skill training in an integrated system of resident training at four levels. This is a continuous cycle of education, training, experience, assessment, feedback and reinforcement. The needs of the unit and the demonstrated potential of the leaders are always kept in focus and balanced at all times. The emphasis is on developing competent and confident leaders who understand and are able to exploit the full potential of current and future Army doctrine. Self-development ties together NCOs’ experience and training to make them better leaders, which ultimately benefit their units’ combat readiness. See Figure 1-1.

*Noncommissioned officers, properly to perform the duties of their position, require, and should receive, a special education*

Report of the Secretary of War, 1888

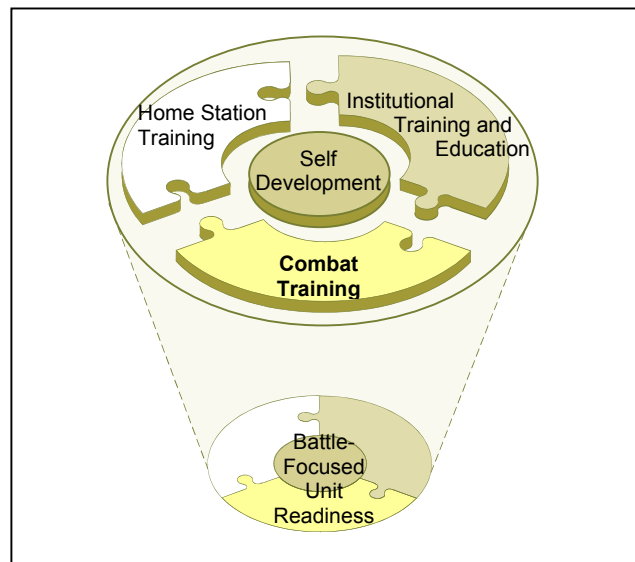


Figure 1-1. Army Training and Education Program

### The NCO Education System

1-60. PLDC: The first leadership course NCOs will likely attend is the non-MOS specific Primary Leadership Development Course (PLDC) conducted at sixteen Noncommissioned Officer Academies (NCOA) worldwide. Soldiers may appear before the promotion board and can be conditionally promoted to sergeant prior to attending PLDC. Commanders and First Sergeants should closely monitor the announced MOS cutoff scores in programming soldiers to attend PLDC.

*“The purpose of the Noncommissioned Officer Education System is to build NCO trust and confidence, to raise tactical and technical competence and to inculcate the essential values of the professional Army ethic through the corps.”*

COL Kenneth Simpson and CSM Oren Bevins

1-61. BNCOC: Combat arms (CA) /combat support (CS) /combat service support (CSS) Basic NCO Course occurs at proponent service schools. Successful completion of BNCOC is a prerequisite for consideration for promotion to Sergeant First Class. Active component sergeants promotable to Staff Sergeant can be conditionally promoted prior to attendance at BNCOC, but must complete the course within one year. Reserve component sergeants must first complete Phase I. Training varies in length from two to nineteen weeks with an average of nine weeks. A 12-day common core, designed by the US Army Sergeants Major Academy, supplements leadership training received

at PLDC. The Department of the Army funds all BNCOC courses. Priority for attendance is SSG and SGT (P).

1-62. The BNCOC Automated Reservation System (BARS) schedules Active Component soldiers to attend BNCOC while the Reserve Component uses ATRRS (Army Training and Requirements Resource System). The systems provide the Army Personnel Command (PERSCOM) with an order of merit listing of soldiers eligible to attend BNCOC. The order of merit listing is based on criteria established by the Office of the Deputy Chief of Staff for Personnel (ODCSPER) and the Office of the Deputy Chief of Staff for Operations (ODCSOPS). The report enables PERSCOM to identify the "best qualified" soldiers for training and nominates them to their commander for verification that the soldier is qualified to attend BNCOC. Commanders have the option of canceling the PERSCOM nomination if the soldier is unqualified. If the commander cancels the nomination, PERSCOM will then select a replacement from the Army wide order of merit list.

1-63. Department of the Army selects Advanced NCO Course (ANCOC) attendees by a centralized SFC promotion / Advanced Noncommissioned Officer Course Selection Board. The zone of consideration is announced by PERSCOM before each board convenes. SSGs (P) can be conditionally promoted prior to attending ANCOC but must complete the course within a year. SSGs (P) can be conditionally promoted prior to and during the course to sergeant first class. All soldiers selected for promotion to SFC who have not previously attended ANCOC are automatic selectees. Priority for ANCOC attendance is SFC and SSG (P).

1-64. USASMC. The US Army Sergeants Major Course (USASMC) is the senior level NCOES course and the capstone of NCO education. The USASMC is a nine-month resident course conducted at Fort Bliss, TX. Selected individuals may complete USASMC through non-resident training. A Department of the Army centralized selection board determines who attends resident or non-resident training. Soldiers selected for promotion to SGM or appointment to CSM who are not graduates will attend the next resident USASMC. Soldiers may not decline once selected. USASMC is a requirement for promotion to SGM. MSGs (P) can be conditionally promoted to SGM prior to and during the course to sergeant major. NCOs who complete the Sergeants Major Course incur a two-year service obligation.

*"... the program of instruction is very demanding, particularly in the areas of human relations and military organization and operations."*

MSG Henry Caro, regarding the Sergeants Major Course

## **Operational Assignments**

1-65. Operational experience provides leaders the opportunity to use and build upon what was learned through the process of formal education. Experience gained through a variety of challenging duty assignments prepares NCOs to lead soldiers in combat. An NCO's MOS is usually the basis for operational assignments. Special duty assignments present unique opportunities for leader development as the NCO is often performing duties outside his or her PMOS (e.g. drill instructor, recruiting, joint duty and NCOES Instructor). Commanders and leaders use the unit Leader Development Program (LDP) and NCO Development Program to enhance NCO development during operational assignments.

1-66. Developing leaders is a priority mission in command and organizations. Commanders, leaders and supervisors develop soldiers and ensure necessary educational requirements are met. Commanders establish formal unit LDPs that focus on developing individual leaders. These programs normally consist of three phases: reception and integration, basic skill development, and advanced development and sustainment.

- Reception and Integration. The 1SG and CSM interview new NCOs and discuss the new leader's duty position, previous experience and training, personal goals and possible future assignments. Some units may administer a diagnostic test to identify strengths and weaknesses. The 1SG and CSM use this information to help design a formal developmental program specific to that new leader.
- Basic Skill Development. The new leader attains a minimum acceptable level of proficiency in critical tasks necessary to perform his mission. The responsibility for this phase lies with the new NCOs immediate supervisor, assisted by other key NCOs and officers.
- Advanced Development and Sustainment. This phase sustains proficiency in tasks already mastered and develops new skills. This is often done through additional duty assignments, technical or developmental courses and self-development.

## **NCODP**

1-67. The NCO Development Program (NCODP) is the CSM's leader development program for NCOs. NCODP encompasses most training at the unit level and is tailored to the unique requirements of the unit and its NCOs. NCODP should be 75% METL-driven tasks and 25% general military subjects such as Customs, Courtesies and Traditions of the US Army.

*You must learn more so that you can do more for your [soldiers] as well as prepare for higher rank and greater responsibility.*

The Noncom's Guide, 1948

## Self-development

1-68. Self-development is a life-long, standards-based, competency driven process that is progressive and sequential and complements institutional and operational experiences to provide personal and professional development. It is accomplished through structured and non-structured, technical and academic learning experiences conducted in multiple environments using traditional, technology-enhanced and self-directed methods. Self-development consists of individual study, education, research, professional reading, practice and self-assessment.

*“A sergeant can’t say on the one hand, ‘self-improvement is essential,’ then on the other hand put off Army schooling or other self-development programs.”*

CSM George D. Mock and SFC John K. D’Amato

1-69. Self-development includes both structured and self-motivated development tasks. At junior levels, self-development is very structured and narrowly focused. It is tailored towards building the basic leader skills and closely tied with unit NCO Development Programs. The components may be distance learning, directed reading programs or other activities that directly relate to building direct leader skills. As NCOs become more senior in rank, self-motivated development becomes more important – activities like professional reading or college courses that help the senior NCO develop organizational leadership skills.

1-70. **Professional Development Models (PDM).** PDMs are available for each Career Management Field. You can find these in DA PAM 600-25 “The US Army Noncommissioned Officer Professional Development Guide.” PDMs provide both career and educational ‘road maps’ for NCOs to assist in self-development.

- Portray institutional training and operational assignments in relation to CMF recommended self-development activities. Leader self-development is an individual soldier responsibility over which a soldier has direct control.
- Emphasize self-development. Soldiers should not over-emphasize educational activities to the point where self-development takes precedence over duty performance.
- List operational assignments as examples of a career path. Soldiers should consult with their supervisors for their particular CMF progression.
- Guide soldiers through CMF proponent recommended activities to become more proficient at current and next higher missions.
- Complement and supplement NCOES institution instruction and Skill Level experiences without duplicating them.
- Focus on broad, general recommendations that address skills, knowledge and attitudes successful NCOs have found to be beneficial to their career

progression. Each PDM lists recommended self-development activities to accomplish prior to NCOES courses and during specific MOS skill levels.

- Recommend goals to include professional certification and degrees related to the soldier's CMF. There are alternate methods of achieving recommendations, e.g., examinations, correspondence courses, learning center activities and education counselors that can assist soldiers in finding appropriate activities.
- Offer a series of planned, progressive, sequential developmental activities that leaders can follow to enhance and sustain military leadership competencies throughout their careers. Self-development activities require sacrifice of off-duty time to achieve desired goals.
- Provide the recommended activities soldiers can take to better prepare themselves for each phase of NCOES and to perform in each duty assignment.
- Review branch guidance on the appropriate PERSCOM branch website.

#### **1-71. Educational Activities in Support of Self-Development.**

Self-development activities recommended in PDMs draw on the programs and services offered through the Army Continuing Education System (ACES) which operate education centers throughout the Army.

- E-learning through Army Knowledge Online (AKO). AKO has or can direct an NCO to various college courses and other learning activities that directly support the NCO's MOS and self-development goals. Through your Army Knowledge Online account complete an ATRRS (Army Training Requirements and Resource System) application.
- Education Center Counseling Service. Academic and vocational counseling services to assist soldiers establishing professional and educational goals.
- Functional Academic Skills Training. Instruction in reading, mathematics and communication skills to prepare for advanced training and meet prerequisites for further education. These courses can help soldiers achieve the recommended reading grade level (10 - PLDC, 11 - BNCOC and ANCOC and 12 -SMC). This is an on-duty commander's program to ensure soldiers possess the necessary reading and writing skills to succeed.
- High School Completion. This is an off-duty program to help soldiers earn a high school diploma or equivalency certificate.
- College Courses. Each installation education center arranges with colleges to provide courses on post that lead to a degree. Tuition Assistance (TA) is authorized to pay for voluntary off-duty educational programs that support the educational objectives of the Army and the soldier's self-development goals. This program helps soldiers earn associate, baccalaureate and graduate degrees.
- Testing. Education centers offer a wide range of academic and vocational interest tests. Some of the tests available are the Test of Adult Basic Education (TABE); Reading Comprehension Test for NCOES; Scholastic Assessment Test (SAT) and American College Test (ACT) for college entrance; and CLEP tests for college credit.

- Language Training. For non-linguists, ACES provides host-nation orientation and instruction in basic language skills. These courses enhance language skills of soldiers whose primary duties require frequent contact with host-nation counterparts. Materials are also available for sustainment of language skills.
- Correspondence Courses. The Defense Activity for Non-Traditional Education Support (DANTES) publishes a catalog of post-secondary correspondence courses soldiers can enroll in as an alternative to attending regular classroom courses. TA is available for approved courses. Educational counselors can advise soldiers.
- Army Learning Centers. These centers support self-development, unit and individual training. They provide a variety of independent study materials, computer based instruction, language labs, tutorial services and a military publications library.
- Army Correspondence Course Programs (ACCP). The ACCP provides a variety of self-study correspondence courses specific to Career Management Fields (CMF) and Military Occupational Specialties (MOS). Courses are also available in leadership and training management. Each course and sub-course earns soldiers promotion points upon successful completion. Enroll at the unit or the learning center.

## **THE NCO TRANSITION**

Today you have started a new chapter in your career in the Army. You are now a part of the noncommissioned officer corps in the profession of arms. The transition from an enlisted soldier to a noncommissioned officer is a historical tradition that can be traced to the Army of Frederick the Great.

The journey from junior enlisted to junior NCO is complex. You must now transition from one that was cared for to one who cares for others and from one who was taught to one that teaches, prepares for and supervises tasks. You might stay in the same section or perhaps you will move to a different organization entirely. Either way, you will do the job you have been trained to do – lead soldiers.

An NCO's job is not easy. You must speak with your own voice when giving orders - don't show favoritism. This is especially true for your former peers. You must treat each soldier the same and give him the respect he deserves, as you will expect to receive the same treatment in return. Remember that you are now responsible and accountable for your soldiers. The Army expects total commitment from those who are selected to lead, train and care for its soldiers.

Being an NCO is extremely rewarding. It is an honor and a privilege to lead America's finest men and women during peacetime and at war. Never forget this awesome responsibility.

Army values, the NCO Charge, the NCO Vision and the NCO Creed each provide guidance and inspiration to lead from the front. Live each and every day by the NCO Creed and include it in your daily business. The NCO Creed will help you through tough times and situations.